



## CALIFORNIA ARMENIAN LEGISLATIVE CAUCUS

September 22, 2015

Instructional Quality Commission  
1430 N Street, Suite #5111  
Sacramento, CA 95814

### RE: History-Social Science Framework

Dear History-Social Science SMC Members:

We write to urge the History-Social Science Subject Matter Committee (SMC) to maintain the existing 2005 version of the curriculum framework relating to the Armenian Genocide.

As the first genocide in the 20th Century, the Armenian Genocide plays a vital role in educating our students about human rights violations. Unfortunately, the Armenian Genocide has often been overlooked or passively taught in our education system. In attempts to correct this, last year, the Legislature passed and the Governor signed AB 1915 (Chapter 414, Statute of 2014), which affirms California's continued recognition of the Armenian Genocide and the need to ensure it is taught in our schools. Student instruction on genocides will not only teach students about past events, but will also effectively educate students on the struggles faced by survivors living in our communities today.

We personally know that the Armenian Genocide's impacts have been felt in each generation since the genocide and will be felt by all Armenian generations to come. As such, it is imperative that all California students understand the trials and tribulations of genocide survivors and their decedents. Education is power and will enable students to learn of man's inhumanity to man in hopes of deterring future genocides.

Therefore, as the Armenian Legislative Caucus, in the centennial year of the 1915 Armenian Genocide, we strongly urge the members of the History-Social Science SMC and the Instructional Quality Commission to join us in increasing awareness of this under-recognized historical event in California's classrooms. Specifically, we request the following:

- The 2005 History Social Science Framework must be maintained as follows:  
*Within the context of human rights and genocide, students should learn of the Ottoman government's planned mass deportation and systematic annihilation of the Armenian population in 1915. Students should also examine the reactions of other governments, including that of the United States, and world opinion during and after the Armenian genocide. They should examine the effects of the genocide on the remaining Armenian people, who were deprived of their historic homeland, and the ways in which it became a prototype of subsequent genocides.*  
<http://www.cde.ca.gov/ci/cr/cf/documents/histsocsciframe.pdf>

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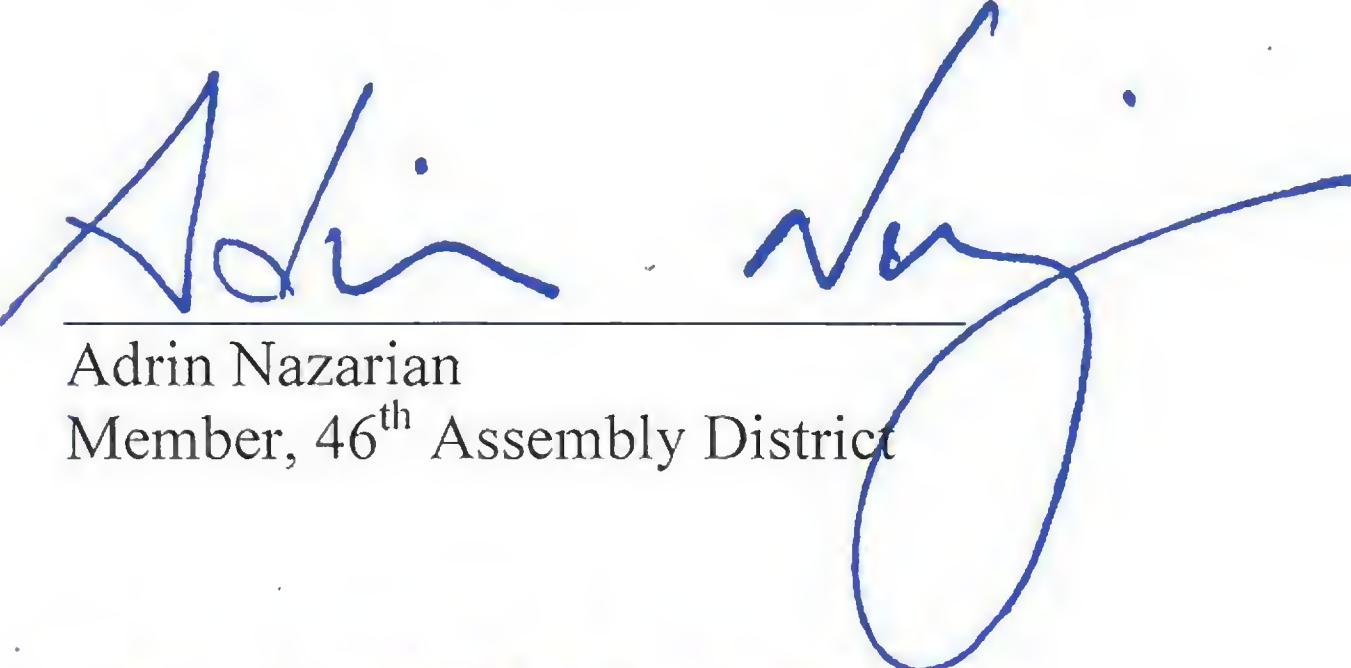
Assemblymember Katcho Achadjian • Assemblymember Adrin Nazarian • Assemblymember Scott Wilk  
2150 River Plaza Drive, Suite 150 • Sacramento, CA 95833 • Phone: (916) 473-8866

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- Lines 876-880 in the proposed draft History-Social Science Framework must be in addition and not replace the language in the 2005 version of the frameworks. Lines 876-880 say: *Before the fighting had ended, Armenians were expelled from Ottoman Turkey and forcefully marched to the Middle Eastern desert. The Young Turk government created a systematic program to exterminate the Armenians as a people, which has come to be known as the Armenian Genocide.*
- Adopt the proposed May 8, 2015 CDE/SBE recommended edits to the draft History-Social Science Framework pertaining to AB 1915. Specifically, the changes proposed on page 288, lines 590-591 and on page 317, line 1249.  
<http://www.cde.ca.gov/be/cc/cd/documents/att2recommendeditsrnd.doc>

Students and survivors of genocides living in our communities deserve an appropriate and fair representation of the Armenian Genocide. We urge an expansion rather than a reduction of the frameworks relating to the first genocide of the 20<sup>th</sup> century.

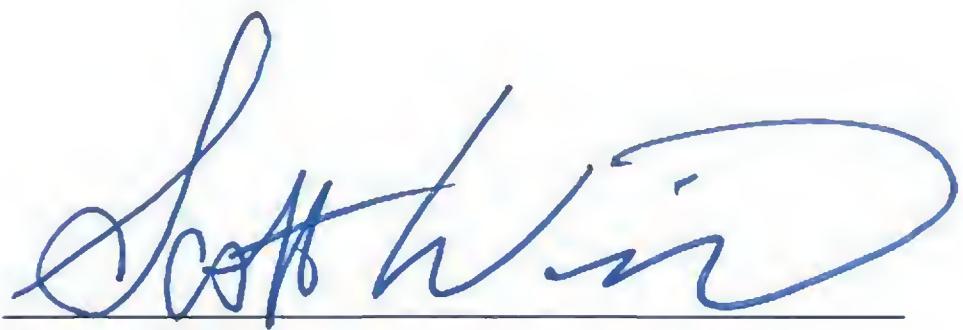
Sincerely,  
Members of the Armenian Legislative Caucus



Adrin Nazarian  
Member, 46<sup>th</sup> Assembly District



Katcho Achadjian  
Member, 35<sup>th</sup> Assembly District



Scott Wilk  
Member, 38<sup>th</sup> Assembly District